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ABSTRACT

This handbook is developed as a part of Maryland's accountability program and is intended to assure the required uniformity in test administration procedures, security of test materials, and other matters with the aim of establishing an accountability assessment system which is fair to students, staff, schools, and school systems. Special attention is given to such concerns as preparation for testing, conditions for test identification, potential pitfalls, and responsibilities of various staff members. This handbook replaces the 1974 edition. (Author/RC)

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MARYLAND HANDBOOK

on the

ACCOUNTABILITY ASSESSMENT PROGRAM

Maryland State Department of Education

(Revised)
December 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Center for Educational Research and Evaluation
Research Triangle Institute (RTI)
Research Triangle Park, North Carolina 27709

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Research Triangle Institute (RTI)
Research Triangle Park, North Carolina 27709

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JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
P.O. BOX 8717, BWI AIRPORT
BALTIMORE, MARYLAND 21240

PREFACE

This 1975 Maryland Handbook on the Accountability Assessment Program replaces the 1974 edition. All copies of the 1974 Handbook should be collected and stored or disposed of to eliminate confusion.

In the continuing operation of the Accountability Assessment Program, this 1975 Handbook is to be used. As new assessment techniques are approved and made part of the Accountability Assessment Component, special instructions will be published as supplements to the 1975 Handbook.

As you know, this Handbook is intended to assure the required uniformity in test administration procedures, security of test materials, and other matters with the aim of establishing an accountability assessment system which is fair to students, staff, schools, and school systems.

The Handbook was developed for the Maryland State Department of Education on a contractual basis by Research Triangle Institute (RTI) of North Carolina. RTI worked closely with a review panel of State and local testing program administration and accountability coordinators:

Robert J. Eckert, Director of Instructional Services
Kent County Public Schools
Albert W. Fowble, Coordinator, Testing Program
Anne Arundel County Public Schools
Donald Hastings, Assistant Superintendent of Instruction
Worcester County Public Schools
John J. Hull, Director of Professional Services
Washington County Public Schools
Roberta Keiter, Assistant Director of Test Administration
Montgomery County Public Schools
Herman Lowenthal, Division of Program and Pupil Appraisal
Baltimore City Public Schools
John H. McCauley, Supervisor of Testing
Baltimore County Public Schools
O. Allen Myers, Testing Assistant
Prince George's County Public Schools

Ruth Reid, Supervisor of Instruction
Calvert County Public Schools
Mohammad A. A. Shami, Consultant in Research
Maryland State Department of Education

The contributions made by these groups are sincerely appreciated.

JAMES A. SENSENBAUGH
State Superintendent of Schools

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Chapter 1

Introduction to the Maryland Accountability Assessment Program

A. Purpose

The purpose of this chapter is to describe the background and rationale for the Maryland Accountability Assessment Program (MAAP) and to orient the users of this Handbook to the primary goals which MAAP is designed to achieve. The fundamental importance of MAAP to the State's overall responsibility for educational accountability should be clear to the user after reading this chapter. The legal and administrative mandates and procedures described in this chapter form the basis for assigning the specific responsibilities in MAAP which each system coordinator, each school coordinator, and each participating teacher must assume and discharge.

This Handbook was developed to help insure that MAAP responsibilities at all levels are understood clearly and carried out effectively. Chapter 1 explains the Maryland Accountability Assessment Program and what it means to you. The information in this chapter is divided into the following sections (1) the law; (2) definition of the Maryland Accountability Program; (3) role of the State Board of Education; (4) the role of the State Advisory Committee on Accountability; (5) accountability assessment instruments; (6) State plan for implementation of the Educational Accountability Act; (7) standardization procedures; (8) criteria for determining the test level for nongraded pupils; (9) test administration precautions; (10) levels of responsibility in the Accountability Assessment Program; and (11) Maryland's future in accountability.

B. The Law

At this writing, some thirty states have enacted accountability legislation. Virtually all of the remaining states have drafted plans for accountability legislation or have initiated procedures at the state level which will preclude the need for legislative mandates.

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, of the Annotated Code of the Laws of Maryland was passed. The law has come to be commonly called the "Educational Accountability Act."

The overall purpose of the act is, of course, to provide for the establishment of a program of statewide educational accountability. This program should assure that educational programs lead to the attainment of established educational objectives, provide information for accurate analysis of costs of instructional programs, and provide information for an analysis of the differential effectiveness of instructional programs.

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels--state, school system, and individual school. The goals and objectives at the system level need to be in conformity with those established at the state levels, and those established by individual schools need to be in keeping with those of the local system and of the state.

Also required by the act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives is likewise a stipulation of the act.

The Maryland Educational Accountability Act also requires that, beginning in January 1975, a yearly report be submitted by the State Superintendent of Schools, to the Governor, and to the state legislature. This report must include, but not necessarily be limited to, the progress made by the Maryland State Department of Education, by the local systems, and by each individual school toward the achievement of their respective goals and objectives. This report should also include recommendations for legislation deemed necessary to improve the quality of education in Maryland.

C. Definition of the Maryland Accountability Program

Simply stated, the Maryland State Department of Education (MSDE) views educational accountability as an attempt to explain the results achieved by public school programs. Its purpose is to promote an understanding of the relationship between the quality of education and available resources and, on the basis of that understanding, to make educational improvements.

More specifically, Maryland's Accountability Program can be said to have six basic characteristics. First is its positive emphasis. It should determine which programs are effective and which are not. Elimination or modification of the ineffective programs and wider dissemination and usage of the effective ones will lead to general improvement of educational programs and opportunities for students.

Secondly, the accountability program is considered to be more than a testing program. A testing program can logically be a part of an accountability program, but it is by no means the whole program. It is important that test results be interpreted in terms of local objectives more than in terms of national norms.

Gradual and deliberate movement into an accountability system is the third characteristic of the program. Rather than attempting to develop a complete and exemplary program quickly, Maryland's goal is to progress carefully from the basic elements into a complete programs.

The fourth characteristic is of special interest to teachers. It is not designed to eliminate teacher tenure. It is program-oriented and not focused toward evaluation or weeding out ineffective teachers. There is, in fact, much legal precedent for the invalidity of firing teachers on the basis of student achievement scores.

Next is the reciprocal nature of accountability, that is, an accounting is demanded by all personnel, not just by teachers. All teachers can certainly achieve most effectively when supplied with adequate and appropriate resources, pleasant working conditions, and effective and supportive school administrators. Accountability for providing teachers with these resources and supporting services and conditions falls upon the people at all levels outside the classroom.

Lastly, the accountability program is concerned with progress in the affective and psychomotor, as well as the cognitive, areas. Development of self-esteem and concern for others is an important goal in the eyes of the general public. Though it is at present difficult to assess behavior in the affective domain, workable methods of observing and measuring these behaviors will eventually be formulated and will be incorporated in the program, as will assessment in the psychomotor area.

D. Role of the State Board of Education

In response to the accountability legislation enacted by the Maryland State Legislature and in accord with the six characteristics formulated for the State's Accountability Program, the Maryland State Board of Education determined that the initial efforts of accountability should concentrate on the basic learning skills of reading, writing, and mathematics. Following the specification of desired educational goals in each of these three areas, an accountability system should measure student achievement relative to each goal and then prepare an analysis of the achievement results related to other variables, such as student intelligence and socioeconomic status.

In order for these tasks to be accomplished, the State Board of Education appointed a State Advisory Committee on Accountability, drawing its members from a broad cross-section of the State's population. It also designated the chairman of this committee. A member of the Maryland State Department of Education was designated as full-time executive secretary to the committee in order to make available, as detailed accountability procedures were developed, technical services from the State Department of Education to the committee and to the local school systems.

The Advisory Committee was directed to report to the State Superintendent of Schools, and he, in turn, was to report his recommendations to the State Board of Education. The responsibilities of the Advisory Committee included the recommendation of appropriate goal statements for each of the three basic learning skill areas. Also, the committee prepared

guidelines designed to assist local school systems in collecting pupil achievement data in the three skill areas. These guidelines constitute the content of the remaining chapters of this Handbook. Technical assistance was made available from the executive secretary and other MSDE staff as needed to implement these guidelines.

E. Role of the State Advisory Committee on Accountability

In June of 1973, the State Advisory Committee recommended to the State Board of Education certain statewide instructional goals. Also included in their statement to the Board were the recommendations that the accountability program use locally based assessment which focuses on the degree to which a school is successful in meeting its own goals, that a statewide testing and reporting program be developed by MSDE to measure the attainment of statewide goals, and that the Iowa Tests of Basic Skills be used as a part of the initial statewide testing program.

F. Accountability Assessment Instruments

The Local Coordinators, the Advisory Committee, and the State Board of Education agreed that all systems would administer the Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Language Usage, Math Concepts, and Math Problem Solving subtests from the Iowa Tests of Basic Skills (1971 edition, Form 5) and the Non-Verbal Battery of the Cognitive Abilities Test (1971 edition, Form 1), two tests developed and published by the same company and normed on the same population. Only seven Maryland school systems were not using the Iowa Tests of Basic Skills (ITBS) at the time the instruments were selected.

A major reason for selecting the ITBS is that this test is favorably reviewed in Buros' Mental Measurement Yearbook and is highly rated with regard to content coverage and statistical characteristics by UCLA's Center for the Study of Evaluation. Also important is the fact that the ITBS can provide criterion-referenced, as well as norm-referenced, information for instructional program analyses.

G. State Plan for Implementation of Accountability Act

The plan for implementing the State's accountability program included a schedule of deadlines for completing the several phases of establishing goals and objectives. The first deadline was August 1, 1973, by which time the Maryland State Board of Education would have adopted and disseminated the broad statewide goals in reading, writing, and mathematics. Other scheduled deadlines were December 1, 1973, for developing and disseminating a catalogue of goals and objectives (by the Maryland State Department of Education) and June 1, 1974, for the establishment and submission of school system goals to the State Coordinator of Accountability for review by the appropriate State Goals Committee.

The State implementation plan further specified that by September 1, 1974, school system goals would be reviewed and that by April 1, 1975, each school would have established its own objectives, consistent with its unique needs and in keeping with the school system goals. Finally, September 1, 1975, was designated as the deadline for school systems to evaluate the objectives submitted by individual schools and to submit a narrative report to the Maryland State Department of Education on the establishment of school objectives.

The State's implementation plan required the establishment of a comprehensive and uniform statewide testing program. The plan also called for the establishment of procedures for collecting data on student, home, community, and school characteristics. Finally, the implementation plan required the establishment of procedures by which school systems would report test results and information on other variables to the Maryland State Department of Education.

The State plan for implementation of the Accountability Act specified that the ITBS and CAT would be given to all pupils in grades 3, 5, 7, and 9, starting in the spring of 1974. More specifically, the plan designated the dates March 1 to 31 for ITBS and CAT testing in grades 7 and 9 and the period from April 15 to May 15 for ITBS and CAT testing in grades 3 and 5. To insure that these tests were given under uniform conditions and that results were reported systematically and consistently,

explicit descriptions of responsibilities at the different levels were developed. These descriptions and related accountability procedures appear in Chapters 2 through 5 of this Handbook.

A major assumption underlying Maryland's accountability legislation is that the analysis and interpretation of relevant test data and other information should lead to meaningful changes and modifications in instructional programs. However, it is not sufficient to just assume that the school's instructional programs will become more effective and efficient because the State has an assessment program. In keeping with the Accountability Act, evaluation programs must be developed to determine the effect that modifications of the instructional programs have upon goal attainment. The MSDE is encouraged to assist local school systems and schools in this evaluation task by sponsoring pilot evaluation projects in selected school systems.

Adequate evaluation of instructional programs requires the use of more than just norm-referenced tests. Criterion-referenced tests and other assessment techniques must be developed and adapted for use in Maryland's public schools. The State's accountability program must be extended to subject matter areas other than reading, writing, and math, and to domains other than the cognitive one. There is also a need to develop effective procedures for establishing the cost of various instructional programs.

H. Standardization Procedures

Uniform guidelines in test administration have been prepared and must be carefully observed across the State by all school systems. This Handbook is intended to assure the required uniformity in test administration procedures, security of test materials, confidentiality of individual student test scores, and other matters with the aim of establishing and continuing an accountability assessment system that is fair to each student, teacher, school, and school system. Adherence to standard procedures will enable us to carry out our respective responsibilities in a highly professional and ethical fashion. It is of extreme importance

to keep Maryland's accountability program free of irregular activities brought about by misunderstanding or naivete. In line with the importance of standard procedures for all MAAP testing, there are three areas of concern which pertain to children with special needs and the Accountability Assessment Program.

1. Validity

The norming sample for the instruments to be used in the testing program did not include children with some of the exceptionalities or handicapping conditions found in the Maryland School population and, therefore, would not be valid for them. However, a valid assessment of Maryland's educational situation should include some special students as part of the total educational need.

2. Comparability

All school systems with special students should use comparable criteria for excluding students from the assessment program. If varying definitions of "special" were used, the comparability of the assessment results would be questionable.

3. Humanitarian Concerns

It is undesirable to test a child for whom the examination process is seriously distressing or, on the other hand, to exclude, and thereby possibly to humiliate, a child who would not suffer from the testing experience.

Given the above concerns, the following criteria are to be used as the basis for excluding pupils with special needs from the assessment program:

1) It is undesirable to test students with English as a foreign language, who cannot function in a regular classroom, and who require special assistance because of language difficulty.

2) The following categories of handicapped children who are included in the third quarterly report of the Special Services Information System (SSIS) will be considered as handicapped for testing and will be excluded from the Accountability Assessment Program:

a) Mentally retarded (trainable and educable).

b) Deaf (profound disability--91 db plus).

c) Blind and partially sighted.

d) Physically handicapped who cannot manipulate a pencil.

e) Multiple handicapped.

f) Emotionally disturbed who are enrolled in a public school excess cost program.

All other handicapped children reported in the third quarterly report of the SSIS will be tested and their scores will be reported.

3) Children not included in the SSIS third quarterly report, but for whom the school principal feels the testing would be severely harmful may also be excluded from the testing. For such children, the principal must present a written request stating the reason for exclusion to the local system Accountability Coordinator for approval prior to the testing. A copy of the approved exclusion must be forwarded to MSDE.[1/]

Each local school system will report to MSDE the numbers of children who have been excluded from the Accountability Assessment Program.

I. Criteria for Determining Test Level for Nongraded Pupils for Spring 1975

Nongraded pupils who are officially designated within the Central Office to a grade level will receive the test level for that grade. Where the Master Files for a school system carry the pupil only as NG (nongraded), the following will apply:

1) Level 9: pupils born in 1966 and in the third year of school excluding kindergarten.

2) Level 11: pupils born in 1964 and in the fifth year of school excluding kindergarten.

3) Level 13: pupils born in 1962 and in the seventh year of school excluding kindergarten.

1/ Send to: Dr. Richard K. McKay, Assistant State Superintendent, Division of Research, Evaluation and Information Systems, Maryland State Department of Education.

4) Level 14: pupils born in 1960 and in the ninth year of school excluding kindergarten.

J. Test Administration Precautions

ITBS test items should be used exclusively for accountability testing activities and absolutely no items from any form or edition of the test should be used as a part of the instructional program. Also, it has been decided that only the specified editions of the ITBS (1971, Form 5) and the CAT (1971, Non-Verbal Battery) are to be used in accountability assessment testing and on the dates specified in Section G. Furthermore, these and all other editions of both tests are not to be used in any other testing program in the schools, and no items from either test should be used in teacher-staff workshops, since knowledge of the items could unconsciously influence instruction.

Additional test administration precautions relative to assigning test levels and conducting testing sessions are presented below.

1. Specified Test Levels

A single level of the tests will be administered in each grade as follows:

a) Grade 3 will receive Level 9 of the ITBS and Level A of the CAT.

b) Grade 5 will receive Level 11 of the ITBS and Level C of the CAT.

c) Grade 7 will receive Level 13 of the ITBS and Level E of the CAT.

d) Grade 9 will receive Level 14 of the ITBS and Level F of the CAT.

2. Conducting Testing Sessions

In order to provide for accurate test timing and also to provide for a minimum amount of disruption to a school's class period scheduling, individual subtests may be scheduled so as to fit as nearly as possible a regular class period time. For example, the four (4) subtests of the Language Total do not need to be given at one setting but may be spread out over one to four sessions.

Exception: The Reading Comprehension test usually exceeds a regular class session. However, this test must be given in one testing

session. In administering the Reading Comprehension test, it is recommended that all grades allow a brief stand-up period for all pupils at the end of 30 minutes testing time. Each administrator must make sure that the total testing time is exactly 55 minutes exclusive of the break.

K. Responsibility for Carrying Out the Accountability Assessment Program at the State, Local System, School Building, and Classroom Levels

To carry out MAAP, responsibility rests with all levels of the professional education community. It is necessary that teachers, supervisors, and administrators be cognizant of the responsibilities at each level so that expectations are clear to all participating personnel.

Responsibilities at the State level include overall planning and coordinating of MAAP; providing support and assistance to school systems in carrying out the statewide assessment; statewide collection, analysis, and reporting of assessment data; providing the legislature with a report based upon MAAP results; implementing accountability legislation; developing a structure for receipt, storage, and security of MAAP data; and providing school systems with criteria for identifying pupils to be excluded from MAAP.

The responsibilities assigned at the school system level are discussed in Chapter 3 of the Handbook; Chapter 4 outlines the responsibilities at the school building level; and Chapter 5 spells out the responsibilities at the classroom level.

L. Maryland's Future in Accountability

It is appropriate to ask, at this writing: What is required of us for the future program of accountability in the State? What needs to be achieved beyond the first accountability report to the Governor and the Legislature?

The process of accountability can be said to exist in Maryland's public schools when the following conditions have been met: (1) the State goals of education reflect the educational needs and interests of the population; (2) current student status, recent progress, and needed

improvement in each goal area are matters of public record and specific objectives for improving the current status have been adopted; (3) process evaluation of exceptional programs have been instituted; (4) programs to achieve specific objectives have been implemented; and finally, (5) the cost of programs, i.e., the cost of achieving goals and objectives, is a matter of public record.

It is necessary, therefore, to plan a course of action in keeping with these conditions that could be cooperatively developed with the Local Coordinators for Accountability and the State Advisory Committee for Accountability. Such an implementation plan should include a rationale for accountability and an assignment of functions to key levels of the public education system in Maryland to assure that appropriate data are collected and disseminated to those political jurisdictions expected to act upon that information.

The rationale for accountability and assignment of functions should maintain, and not alter, the model system of public education established in Maryland in past years. For many years, Maryland has enjoyed a healthy balance of State and local responsibility for education. Local initiative, along with good financial equalization aid, has been fruitful for public education in Maryland. This balance between State and local responsibility should not be destroyed but rather recognized and fostered in the interpretation of the accountability legislation.

State responsibility will need to focus on objectives implied in the State law, and local school systems should be encouraged to establish objectives and evaluation procedures patterned to local needs and local perceptions of public education. The first half of 1974 was partially devoted to involving the requisite constituencies in the drafting of a five-year plan based on this described philosophy.

Chapter 2

Orientation to Testing

A. General

This chapter provides a general introduction to four important considerations for the test administration phase of the Maryland Accountability Assessment Program (MAAP): (1) preparation for testing; (2) conditions for test administration; (3) potential pitfalls; and (4) school system, building, and classroom level MAAP responsibilities. Each of these considerations is treated in separate sections below.

B. Preparation for Testing

1. Teacher Preparation

The qualifications, training, orientation, and preparation of the person administering the tests are all very important. Of equal importance is the test administrator's sense of responsibility for assuring the reliability of MAAP test results. Advance planning, training, and orientation are principal responsibilities of School System and School Building MAAP Coordinators. No amount of assistance from School System and School Building Coordinators in orientation, materials distribution, and supervision, however, can replace the preparations the teacher (tester) must make.

Proper preparation for testing on the part of the teacher requires active participation in a MAAP orientation session and a MAAP training session. The purpose of the MAAP orientation session is to become familiar with MAAP policies and procedures. Chapter 1 of this Handbook provides introductory information about MAAP and should be read prior to the orientation session.

The purpose of the MAAP training session is to cover test administration and related testing procedures. Chapters 2 through 5 of the MAAP Handbook will serve as the primary resource for the training session. All personnel associated with the assessment program should read these chapters and should be thoroughly familiar

with the specific chapter that discusses the responsibilities for which they are accountable.

2. Student Preparation

In a real sense, the teacher, by being well-prepared, confident, and comfortable in the testing situation can, by example, do much to prepare students psychologically for testing. Students may not respond to lengthy lectures on the importance of testing, but they should be reassured that these tests provide information so teachers can help them learn better. All pupils have the right to know why they are taking the tests and what uses will be made of the results.

Your School MAAP Coordinator will provide for practice testing with all third grade pupils. Practice testing will be very helpful in reducing responding errors, minimizing anxiety, and in promoting appropriate and informed test-taking behavior. Practice testing is to be conducted for all third grades at least five days prior to MAAP Testing. In no case are the practice tests to contain items found in any edition or form of the ITBS or CAT. Neither should practice test items closely resemble any items found in any form or edition of the ITBS or CAT.

The teacher should schedule a brief session a day or two prior to MAAP testing during which the nature and purposes of the testing can be presented and discussed. Even though all third grades will have had a practice test, this session should also be conducted for them. For example, the teacher might say:

> "These tests show how much you know about reading, spelling, vocabulary, math problems, and numbers."
>
> "These tests will also tell you something about how you and your classmates compare with other pupils of the same age in these skills."
>
> "These tests help me (the teacher) and the other teachers to know how to help you improve and which skills you may need help in improving."

These, or similar statements of purpose, should also precede the practice testing session for third graders.

C. Conditions for Test Administration

Administering the tests under standardized conditions is crucial to the ultimate success of MAAP. If proper testing conditions are not provided in each classroom across the State, student scores may be contaminated by factors which are totally unrelated to their actual achievement. This is why the Handbook and test manuals set forth such specific and detailed directions and instructions. In order that pupils have the opportunity to perform at their maximum potential, teachers must adhere strictly to standard test administration conditions; all subtests must be timed exactly; all directions and instructions must be clear and concise; undue noise, confusion, and movement must be eliminated during testing. Be sure to note precautions to be taken in open space classrooms to ensure proper conditions for testing. This is discussed in the section entitled "Potential Pitfalls," which follows.

D. Potential Pitfalls

Although proper orientation and preparation will significantly reduce the danger presented by the potential pitfalls described here, School Building and School System MAAP Coordinators and teachers must be alert to the damage these problems can do to their test results.

1. Cheating

Talking about cheating with the pupils is less likely to be effective than doing something to prevent its occurrence. Proper seating arrangements (without completely rearranging the classroom) and good supervision by the test administrator are probably the most effective deterrents to cheating.

2. Inaccurate Timing

Accuracy in timing is crucial to maintaining standard testing conditions. This potential problem may be most easily and simply dealt with by having the teacher write down the exact time (to the second) as soon as he/she says "Begin." Next, the teacher should add to that time the number of minutes allowed for the subtest being given and record the time that will be shown on the clock or watch when the subtest is to end. Form P-2, found at the end of Chapter 5,

may be used to record these times for ITBS testing. Do not write these times on the chalkboard. Some pupils will be made more anxious by being able to see the time written on the chalkboard. Regardless of how tempting it may be, no group nor any pupil is to receive more or less time than that specified in the test directions.

3. Administering Tests at Inappropriate Times

Beginning and stopping times should be scheduled so testing will not continue into a period of time inappropriate for testing, such as the lunch period, recess, and the like. Trying to "squeeze just one more subtest in before lunch" is very tempting--don't fall for it!

4. Confusion or Inaccurate Directions

If students do not clearly understand what they are supposed to do, their test data may be invalid and may lead to conclusions about their abilities (knowledge and skill levels) which are both incorrect and unfair. Once again, careful preparation prior to testing is the key to avoiding this pitfall. Test administrators should practice reading the test directions aloud several times during pretest rehearsal.

5. Teaching to the Test

It is important to keep in mind throughout the test administration that the major purpose of this assessment is to sample pupil behaviors and to determine their level of knowledge and mastery of skills relative to those areas measured by the tests. The practical value of MAAP results would be greatly reduced if the pupils were demonstrating only the memorization of information and the simple repetition of skills. Using MAAP tests or sections of these tests for academic instruction not only defeats the purpose of MAAP but shows rather poor professional judgment concerning appropriate curriculum practices.

6. Inappropriate Group Size

Students should not be tested in groups larger than 40, and testing should be done in intact groups. MAAP testing is to be

done in classrooms. In those situations where open-classroom or similar-sized facilities exist, arrangements should be made to carry out testing where a group of not more than 40 will be tested at a time.

7. Testing in Open Space Classrooms

Because of the special problems involved in testing in open space classrooms or pods, it is important to eliminate or appropriately reduce potentially distracting features, such as unnecessary traffic, noise and on-going instruction. The MAAP School Test Coordinator and the teacher(s) responsible for testing and monitoring should work together to see that MAAP testing conducted in open space situations meets all minimum conditions for test administration.

E. System, School, and Classroom Level MAAP Responsibilities

The next three chapters provide explicit descriptions of the MAAP responsibilities at the system (Chapter 3), school (Chapter 4), and classroom (Chapter 5) levels. The detailed nature of these descriptions is specifically designed to assist all personnel involved in MAAP to clearly understand exactly what his/her responsibilities are and to provide a guide for reporting that these responsibilities have been carried out. It is only by using such a format for MAAP that uniform testing conditions can be assured across testing sites on a statewide basis. Such uniformity is at the very heart of the collection of valid test results, thus insuring that the comparisons made will be fair to all pupils involved.

Copies of suggested forms for reporting that MAAP responsibilities at these various levels have been carried out are presented at the end of each of the respective chapters.

Chapter 3

System Level MAAP Responsibilities

A. General

The duties and responsibilities of the System MAAP Coordinator are specified in this chapter of the Maryland Handbook on the Accountability Assessment Program.

It is the responsibility of the System MAAP Coordinator to ensure that his/her systemwide testing program is conducted in conformance with the procedures and policies specified in this Handbook.

If your school system already has a clearly established mechanism for carrying out systemwide testing, that mechanism must be examined to ensure that the procedures established meet all of the standards, regulations, and timeframes established by MSDE guidelines. It must not omit nor fall below any of the standards set for MAAP. This Handbook contains examples of forms which may be used by the school system for aiding in ensuring that the mandated MAAP procedures are carried out.

If your system chooses to construct an adapted version of the MAAP Handbook or forms, a copy of the system's Handbook must be forwarded to MSDE for approval in writing of compliance with the standards and specifications of the MAAP procedures prior to February 1.[1/] Regardless of the mechanism selected in a given system, it is the responsibility of the System MAAP Coordinator to communicate to all participating school personnel the directions and practices to be followed in conducting that system's MAAP testing.

The System MAAP Coordinator must be able to ensure and verify that he/she has made every attempt to orient all School MAAP Coordinators with all phases of the testing program. The System Coordinator has overall responsibility for the organization, implementation, orientation, and verification of MAAP in his/her system. The Handbook is designed to serve as the primary resource for these purposes.

1/ Send to: Dr. Richard K. McKay, Assistant State Superintendent
Division of Research, Evaluation, and Information Systems
Maryland State Department of Education

B. Appointment of System MAAP Test Coordinator and Alternate by Superintendent

Each System Superintendent will appoint one person who is responsible to the Superintendent for coordinating all system-level MAAP activities. The Superintendent should also at the same time appoint an Alternate System MAAP Test Coordinator in the event that the regular System Test Coordinator should become incapacitated or otherwise unable to fulfill his/her assigned responsibilities. The responsibilities of the System MAAP Coordinator are described in the remaining sections of this chapter.

The appointment of the System MAAP Coordinator and alternate must be made by the Superintendent on or before January 15 and notification of the appointment made in writing to the Assistant State Superintendent of the Division of Research, Evaluation, and Information Systems and received on or before January 20.

C. Procurement of Tests, Practice Tests, Answer Sheets, and Related Test Materials

Each System MAAP Coordinator is responsible for procuring a sufficient number of Iowa Tests of Basic Skills (ITBS) and Cognitive Abilities Test (CAT) manuals (locally prepared or publisher's manuals), test booklets, appropriate answer sheets, practice tests (third grade only), and "TESTING--DO NOT DISTURB" signs for testing all pupils in grades 3, 5, 7, and 9.

A sufficient number of all these items and materials must be in the hands of the System MAAP Test Coordinator on or before February 15. Even though in some school systems it will be necessary for schools to share test booklets, the System MAAP Coordinator is responsible for the procurement and distribution of all tests and related materials.

D. Assigning Central Staff to the Assessment Program as Coordinators, Trainers, and Supervisors

Each System MAAP Test Coordinator should solely or together with the Superintendent, depending upon the authority designated to the test coordinator, appoint other central staff personnel to assist him/her in orientation, training, and supervisory activities in the system-wide

MAAP testing program. It may be that different persons will be appointed to serve in these different capacities (orientation, training, supervision) or the same person or persons may be selected to serve in all of them. This will depend upon what appears to be the most feasible arrangement in a particular school system. The number of assistants should be kept to a minimum since it is always the System MAAP Coordinator who is responsible for and has to vouch for the successful completion of each of the system-wide activities in the MAAP testing program.

Appointment of all assistants by the System MAAP Coordinator, subject to the approval of the Superintendent, must be on record.

E. Distribution of Tests, Answer Sheets, and Related Testing Materials to School Principals

Each System MAAP Test Coordinator is responsible for the delivery to each school principal of a sufficient number of copies of the ITBS and CAT Teacher's Guide for Administration (or locally prepared test administration manuals), test booklets, appropriate answer sheets, practice tests (grade 3 only), and "TESTING--DO NOT DISTURB" signs for testing all pupils in grades 3, 5, 7, and 9 at each school.

A sufficient number of all of these items and materials must be in the hands of school principals at least two weeks prior to the beginning of testing.

F. Providing Appropriate Orientation and Training for School MAAP Test Coordinators and Test Administrators

It is the responsibility of the System MAAP Test Coordinator to insure that all School MAAP Test Coordinators in his/her system know the responsibilities that the School Coordinators will have in MAAP. The System Test Coordinator should schedule orientation meetings for all School Coordinators. Make-up sessions should be scheduled for all School Test Coordinators until all coordinators have had the opportunity to discuss the roles and responsibilities that they will have in MAAP. This same procedure should be followed for the training sessions. A discussion of roles and responsibilities should make explicitly clear

what materials and services will be provided by the System Test Coordinator and what will be the responsibilities of the School Test Coordinator. Both the orientation session and the training session for the School Test Coordinators should be held on or before February 15.

The School Test Coordinator should arrange two separate preparation sessions for all test administrators, an orientation session and a training session. Details are provided in Chapter 4 (School Level MAAP Responsibilities).

G. Carrying Out a Program of Testing Supervision to Insure that MAAP Guidelines are Being Followed

Each System MAAP Test Coordinator will be expected to set up a schedule by which system administrative and/or supervisory staff will visit randomly selected classes being tested during each day of the scheduled testing.[1/] It is recommended that these visits be unannounced. During these visits the staff member should offer whatever suggestions that he/she believes will be helpful, provide the School Test Coordinator and System Coordinator with requested information, and prepare a report on any observations which he/she believes will be useful in determining the reliability and/or validity of the test data for the sites visited. Reports of each visit and significant observations should be sent to the System MAAP Coodinator. The System MAAP Coordinator will then prepare a summary report on the extent to which the system conducted auditing activities and the extent to which required procedures were being followed.

The System MAAP Test Coordinator will provide all persons assisting in the auditing activity a set of guidelines to insure that their observations are systematically made and reported. It will be the responsibility of the System MAAP Coordinator to collect and file the reports of relevant observations according to the system's plan.

1/ The testing schedule in each district is the responsibility of the System MAAP Test Coordinator and should be developed within the general guideline dates set forth by MSDE.

H. Providing Systematic Procedures for Collection of Test Results, Test Booklets, and Related Testing Materials

The System MAAP Test Coordinator should make arrangements for all test results, test manuals, and related testing materials to be picked up at each of the schools in his/her system. These materials should be readied for pick-up by the School Test Coordinator. A record of the materials picked up should be made by the person receiving the materials at the time they are received. The deadline for collection of these materials is one week after conclusion of regularly scheduled MAAP testing.

I. Preparing and Transmitting Test Results to MSDE

By February 1, each System MAAP Coordinator will receive precise instructions concerning the test outcome information being requested by MSDE. These instructions will also specify the format for reporting such information. In no instance will the requested information or the prescribed reporting format be beyond the system's capability.

Form B-1

Suggested Report

APPOINTMENT OF SYSTEM MAAP COORDINATOR AND ALTERNATE

School System: _____

TO: _____
(State Superintendent of Schools)

_____ has been designated by
(Name)
the undersigned as System MAAP Test Coordinator. The Alternate System MAAP Test Coordinator is _____.
(Name)

_____
(Date Mailed)

_____
(Superintendent of Schools)

_____
(Date Received)

_____
(State Superintendent of Schools)

Deadline date for receipt of notification of appointment of System MAAP Test Coordinator and Alternate by Dr. Richard K. McKay: January 30.

Form B-2

Suggested Report

REPORT OF STAFF ASSIGNMENTS IN MAAP

School System: _____

This is to confirm that I, the undersigned, have appointed the below named members of the central staff to assume the designated system level responsibilities in MAAP.

Name of Central Staff Member	Type of Responsibility		
	Orientation	Training	Supervision

I further confirm that all persons assigned test supervision responsibilities have been provided with a set of written guidelines designed to systematize supervision and observation.

_____
(Date)

_____
(System MAAP Test Coordinator)

_____
(Superintendent)

Deadline for reporting appointments: January 31. This form should be held on file by the System MAAP Test Coordinator.

Form P-3

Suggested Report

REPORT OF ORIENTATION AND TRAINING
FOR MAAP SCHOOL TEST COORDINATORS

FROM: _____ SCHOOL SYSTEM: _____
(System MAAP Coordinator)

A. Orientation Sessions

I, _____, confirm that an orientation meeting(s)
(System MAAP Coordinator)

has been held at _____ on
[Location of Meeting(s)]

_____ and was attended by all School MAAP Coordinators
[Date(s)]

except those listed below. I further confirm that roles and purposes of MAAP testing and the responsibilities of the System MAAP Coordinators and those of the School Coordinators were discussed until it appeared that they were understood by all in attendance. (If for any reason one or more School MAAP Coordinators has not attended an orientation session, please list their names below.)

1. _____ 3. _____

2. _____ 4. _____

Form B.3 (continued)

B. Training Sessions

I, _____, confirm that training sessions
(System MAAP Coordinator)

have been held at _____ on
[Location of Meeting(s)]

_____ and were attended by all School MAAP Coordinators
[Date(s)]

except those whose names appear below. I further confirm that the test administration guidelines and procedures described in the MAAP Handbook were discussed and that participants had the opportunity to ask questions about MAAP testing. (If for any reason one or more School MAAP Coordinators has not attended a training session, please list their names below.)

1. _____ 3. _____

2. _____ 4. _____

Finally, I confirm that I have assigned the responsibility for training the administrators of the tests to each School MAAP Coordinator: Yes___ No ___.

_____
(Date)

_____
(System MAAP Coordinator)

Deadline for holding orientation and training meetings and for completing this form: February 15. This form should be held on file by the System MAAP Test Coordinator.

Form B-4

Suggested Report

REPORT OF SUPERVISORY AND AUDIT ACTIVITIES IN MAAP

This is to confirm that I, _____ (System MAAP Coordinator), and those appointed to assist me in supervision and audit activities, have made the indicated number of visitations during MAAP testing. The information reported below also indicates the number of MAAP guideline violations observed during these visits.

		No. of Classrooms Visited	No. of Classrooms in Which Violations Were Observed
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Total number of classrooms visited: _____

Total number of 3rd, 5th, 7th, and 9th grade classrooms in which MAAP testing was conducted in your system: _____

Comments: (Be certain to describe any observations which you and/or your assistants have made which you believe will be useful in establishing the reliability and validity of test data obtained from the schools you visited.)

Deadline for completion of this form: one week after the conclusion of all MAAP testing in your system. The completed form should be held on file by the System MAAP Coordinator.

Chapter 4

School Level MAAP Responsibilities

A. General

The purpose of this chapter is to provide a set of uniform instructions and guidelines for the administration of the Iowa Tests of Basic Skills and the Cognitive Abilities Test in your school. The School Test Coordinator should be thoroughly familiar with the purposes and rationale of the Maryland Accountability Assessment Program (MAAP) and with the role played by MAAP personnel at the other levels of responsibility (State, system, and classroom). For this reason, the School MAAP Coordinator is urged to read other chapters of this Handbook.

Your school system may choose to utilize its own structure for carrying out MAAP testing. If so, you will be informed by your System MAAP Coordinator. He/she will provide you with the necessary orientation and written guidelines. Whether you are directed to use your system's plan or the MAAP plan contained in this Handbook, you are responsible for insuring and verifying that MAAP standards have been met by your school. This Handbook contains those standards and the suggested report forms for verifying your school's adherence to them. All forms referenced in this chapter, have been placed at the end of the chapter for reader convenience.

B. Designation of MAAP School Test Coordinator and Alternate by the Principal

Each school principal will appoint one person who is responsible to the principal for coordinating all school-level MAAP activities. The principal should also at the same time appoint an alternate School Test Coordinator in the event of the School Test Coordinator should become incapacitated or otherwise unable to fulfill his assigned responsibilities. The specific responsibilities of the School MAAP Test Coordinator are described in the remainder of the Yellow Section of this Handbook.

The designation of the School MAAP Test Coordinator must be made by the principal on or before January 15; notification of the appointment must

be made in writing to the School System Administrative Offices (Superintendent of Schools) and received on or before January 20. (Use Form Y-1 if a similar form has not been developed locally.)

C. Handling and Storing Tests, Manuals, Answer Sheets, and Related Test Materials

1. Receiving Materials

Each School MAAP Test Coordinator is responsible for receiving, checking, and storing a sufficient number of ITBS and CAT examiners' manuals (locally prepared or publisher's manuals), test booklets, answer sheets, and "TESTING--DO NOT DISTURB" signs for testing all pupils in grades 3, 5, 7, and 9. He/she should also receive the same number of system-authorized practice tests as there are third grade children to be tested in his/her school. Each School Coordinator is to procure the appropriate number of No. 2 pencils for MAAP testing.

The School MAAP Coordinator is responsible for checking and signing in (vouching for) a sufficient number of all of these items for his/her building. Tests and test-related materials must be in the hands of the School MAAP Test Coordinator at least two weeks prior to the beginning of MAAP testing. (Use Form Y-2 if a similar form has not been developed locally.)

2. Storing Materials

Each School Coordinator is responsible for the proper storage and security of all MAAP tests and materials. The tests and materials are to be stored in sealed cartons (boxes) after they have been checked for correctness of quantity and level/form. All test materials must be stored under lock and key within the school building. (Use Form Y-2 or a similar locally developed form.)

3. Distribution of Materials

Each School Coordinator is responsible for distributing only the number of tests, manuals, answer sheets, and No. 2 pencils to the teachers (testers) required for each separate testing and make-up session. The School Coordinator will have each teacher (tester) check his/her

materials and sign Form Y-3 (or a similar locally developed form) for materials received immediately prior to each testing or make-up session. This form should be held by the School Coordinator until the completion of all MAAP testing and then filed according to the system's plan.

4. Collection of Materials

The School Coordinator is responsible for collecting the tests, manuals, answer sheets, and signs after each testing session and for storing and securing the MAAP materials. All test booklets and answer sheets must be collected and checked in the same day on which they were distributed.

In addition to collecting the answer sheets and test booklets after each testing session, it is the duty of the School Coordinator to keep a record of daily absentees and incomplete tests so that make-up sessions can be appropriately scheduled and efficiently conducted. To that end, it is suggested that the School Coordinator identify and list the absentees by name, classroom, and grade after each testing session so he/she can pull out the proper test booklets and answer sheets and have these materials ready for the make-up session. Form Y-4 may be used for listing absentees and others who fail to complete all tests.

5. Packaging Materials

Each School Coordinator is responsible for packaging the MAAP materials according to directions issued by the MAAP System Coordinator.

Be sure to keep all MAAP materials stored and locked until they are picked up by or delivered to the System MAAP Coordinator.

D. Arranging Testing Space, Facilities, Equipment, and Testing Sessions

Each School MAAP Coordinator is responsible for checking to see that proper conditions are met and maintained during the testing period. Form Y-5 may be used for checking and confirming proper testing conditions.

It is important to emphasize that testing is to be carried out in intact classroom groups. Large-group testing in which several classes are brought together in a cafeteria, library, auditorium or the like is not permitted. Further, all testing, timing, and instructing are to be done by the teacher (tester) in each participating classroom. The use of the school intercom

or PA system is not permitted under MAAP guidelines.

In order to provide for accurate test timing and also to provide for a minimum amount of disruption to a school's class period scheduling, individual subtests may be scheduled so as to fit as nearly as possible a regular class period time. For example, the four (4) subtests of the Language Total do not need to be given at one setting but may be spread out over one to four sessions.

Exception: The Reading Comprehension test usually exceeds a regular class session. However, this test must be given in one testing session. In administering the Reading Comprehension test, it is recommended that all grades allow a brief stand-up period for all pupils at the end of 30 minutes testing time. Each administrator must make sure that the total testing time is exactly 55 minutes exclusive of the break.

E. Teacher (Tester) Orientation for Test Administration

School MAAP Coordinators are to be assigned the responsibility of conducting orientation and training sessions in his/her school at least two weeks prior to the MAAP test administration. Only those school personnel who have attended both the orientation session and the training session may administer the tests. Orientation sessions should be based on the contents of the MAAP Handbook. Training sessions should be based on the CAT and ITBS Teacher's Guide for Administration or on locally developed administration manuals. Form Y-6 will serve as the guide for planning, conducting, and reporting the sessions for MAAP Orientation and for MAAP Test Administration.

F. School-Level Test Supervision

Each School MAAP Coordinator is responsible for carrying out a systematic program of supervision in his/her school. The School Coordinator may be assisted in supervision activities by system-level and/or MSDE personnel at some point during the MAAP testing period. The School Coordinator must be available during each test session to observe and assist teachers if problems should arise. (Form Y-7 will assist the School MAAP Coordinator in planning, implementing, and reporting MAAP supervision activities.)

Form Y-1

Suggested Report

DESIGNATION OF SCHOOL MAAP TEST COORDINATOR AND ALTERNATE

School System: _____

TO: _____
(System MAAP Test Coordinator, c/o Superintendent)

_____ has been designated by the undersigned as School MAAP Test Coordinator for _____.
(School)

The alternate School MAAP Test Coordinator is _____.
(Name)

_____
(Date Mailed)

_____
(Principal)

Date Received: _____

Signed: _____
(Superintendent or System Test Coordinator)

Deadline Date for Receipt of Notification of Appointment of School MAAP Test Coordinator: January 20. This form should be sent to the System MAAP Test Coordinator, c/o Superintendent.

Form Y-2

Suggested Report

RECORD OF RECEIPT, STORAGE, AND SECURITY OF MAAP MATERIALS

School System: _____

School: _____

On _____ (date), I received from _____ (name),

_____ (title), the following tests and test-related materials:

ITEM	QUANTITY	LEVEL(S) AND/OR FORMS(S)
1. ITBS Manuals	_____	_____
2. ITBS Booklets	_____	_____
3. CAT Manuals	_____	_____
4. CAT Booklets	_____	_____
5. ITBS Answer Sheets	_____	_____
6. CAT Answer Sheets	_____	
7. Practice Tests	_____	
8. Practice Test Ans. Sheets	_____	
9. Testing Signs	_____	

Total Number of Pupils to Be Tested: _____

_____
(School MAAP Coordinator)

On _____ (date), I placed the materials listed above in

_____ (location of MAAP materials within the school). These materials are under lock and key and are stored in sealed cartons.*

_____
(School MAAP Coordinator)

_____
(Date Received)

_____
(System MAAP Coordinator)

Deadline Date for Receipt by System MAAP Test Coordinator: February 26.

* It is suggested that cartons be resealed with paper sealing tape.

Form Y-3

Suggested Report

MATERIALS DISTRIBUTION AND COLLECTION RECORD

Room No. _____ School System _____

Teacher _____ School _____

Grade _____

MATERIALS DISTRIBUTED

Testing Session	ITBS Manuals	ITBS Test Booklets	ITBS Form or Level	ITBS Answer Sheets	CAT Manuals	CAT Test Booklets	CAT Form or Level	CAT Answer Sheets	Practice Tests & Answer Sheets	Signs--"Testing-Do Not Disturb"	Teachers Initials	Comments
1												
2												
3												
4												
5												
6												
7												
8												
9												

FORM Y-3 (Continued)

MATERIALS DISTRIBUTION AND COLLECTION RECORD

Room No. _____ School System _____

Teacher _____ School _____

Grade _____

MATERIALS COLLECTED

Testing Session	ITBS Manuals	ITBS Test Booklets	ITBS Form or Level	ITBS Answer Sheets	CAT Manuals	CAT Test Booklets	CAT Form or Level	CAT Answer Sheets	Practice Tests & Answer Sheets	Signs--"Testing-Do Not Disturb"	Teacher's Initials	Comments
1												
2												
3												
4												
5												
6												
7												
8												
9												

Date Mailed _____ Date Received _____

Signed _____ Signed _____

(School MAAP Coordinator) (System MAAP Coordinator)

Deadline for receipt of this record by the System MAAP Coordinator: May 20. This form should be held until all MAAP testing has been completed. A separate copy of this record has to be maintained for each teacher participating in MAAP testing.

Form Y-4

Suggested Report

SUMMARY REPORT OF ABSENTEES AND INCOMPLETE TESTS

School System _____

School _____

	No. of Pupils in Your School Eligible for MAAP Testing	No. of Pupils Completing All MAAP Testing Sessions	Reasons for Incompleted Tests					
			Excused Absences	Unexcused Absences	Illness During Test	Other Emergency	Transferred Out of School	Other Reasons for Not Completing Tests
Grade 3								
Grade 5								
Grade 7								
Grade 9								
Total								

Date Mailed _____

_____
(School MAAP Coordinator)

Date Received _____

_____
(School MAAP Coordinator)

Deadline Date for Receipt of this Form by the School MAAP Coordinator: Twelve Days After Conclusion of MAAP Testing.

Form Y-5

Suggested Report

REPORT OF TESTING CONDITIONS

School System _____

School _____

I, _____, confirm that the following conditions
(School MAAP Coordinator)
were met during each MAAP testing and make-up session at our school.

CONDITION	CHECK	
	Yes	No
1. All testing done in classroom groups?	___	___
2. Pupils with known or suspected vision and/or hearing impairments seated near teacher and chalkboard?	___	___
3. Adequate space between seats?	___	___
4. Availability of chalkboard?	___	___
5. Adequate light?	___	___
6. Adequate ventilation?	___	___
7. Comfortable temperature?	___	___
8. Noise within acceptable limits?	___	___
9. Provision made for left-handed pupils?	___	___
10. Sign(s) posted at classroom entrance--"TESTING--DO NOT DISTURB"?	___	___
11. Availability of suitable timing device?	___	___
12. Rest breaks provided?	___	___
13. Time limits strictly adhered to?	___	___
14. Beginning and stopping times for each subtest recorded?	___	___
15. Was all testing carried out in intact groups?	___	___

_____ _____
(Date Mailed) (Date Received)

_____ _____
(School MAAP Coordinator) (System MAAP Coordinator)

Deadline for receipt of this form by the System MAAP Coordinator: 12 days after conclusion of MAAP Testing.

Form Y-6

Suggested Report

REPORT OF MAAP ORIENTATION AND MAAP TEST ADMINISTRATION TRAINING SESSIONS

School System _____

School _____

I, _____, confirm that the following materials
(School MAAP Coordinator)

and activities were included in the Orientation to MAAP Test Administration held in our school on _____.
date

ORIENTATION MATERIALS AND ACTIVITIES	CHECK	
	Yes	No
1. All staff assigned to MAAP testing were present?	____	____
2. At least one alternate for each grade level present?	____	____
3. One copy of Maryland Handbook on Accountability Assessment (distributed to each participating staff member three weeks prior to Orientation session?)	____	____
4. Copy of MAAP Test Schedule distributed to each participant?	____	____
5. Policy and schedule for make-up testing clearly stated in writing?	____	____
6. Staff assignments explained and discussed?	____	____
7. Rationale for testing program explained?	____	____
8. Clear statement of conditions under which pupils may be excused from taking test?	____	____
9. Explanation of importance of adhering to standard testing procedures and conditions?	____	____
10. Information distributed on where, when and from whom materials will be obtained?	____	____
11. Information distributed on packaging procedures and return of materials to whom, where, and when?	____	____
12. Explanation of reasons for close attention to security procedures for receiving, using, and returning test materials?	____	____
13. Each teacher <u>received</u> one copy of each test (ITBS and CAT), administrator's manual (locally prepared or test publisher's manual) and answer sheet?.	____	____
14. Each teacher <u>returned</u> one copy of each test (ITBS and CAT), administrator's manual (locally prepared or at test publisher's manual) and answer sheet?.	____	____

Form Y-6 (Continued)

MAAP Orientation and MAAP Training

Teachers Participating in MAAP Testing Name	Grade Level	Attendance at Orientation Meeting		Attendance at Training Meeting	
		Present	Absent	Present	Absent
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

(Date Mailed) (Date Received)

(School MAAP Coordinator) (System MAAP Coordinator)

Deadline date for receipt of this form will be supplied by the System MAAP Coordinator: 12 days after conclusion of MAAP orientation and training sessions.

Form Y-7

Suggested Report

REPORT OF MAAP TESTING SUPERVISION

School System _____

School _____

I, _____, confirm that the following MAAP supervision
(School MAAP Coordinator)

activities were carried out in our school between _____
(date)

and _____.
(date)

ACTIVITY	CHECK Yes	No
1. Was each participating teacher (test administrator) observed by you on at least one occasion during each MAAP testing session?	___	___
2. Were you accompanied by system-level personnel at any time during your supervision of teachers in your school?	___	___
3. Were you accompanied by MSDE personnel at any time during your supervision of teachers in your school . . .	___	___
4. Were all teachers observed by you conducting the MAAP testing according to specified guidelines and under specified conditions?	___	___

If your assistance was required after a testing session was begun, on any occasion, complete the form below:

Nature of Problem or Situation — Date

_____

_____

_____

_____

_____ _____
(Date Mailed) (Date Received)

_____ _____
(School MAAP Coordinator) (System MAAP Coordinator)

Deadline date for receipt of this form by the System MAAP Test Coordinator: 12 days after conclusion of MAAP testing.

Chapter 5

Classroom Level MAAP Responsibilities

A. General

This chapter of the Maryland Handbook on Accountability Assessment contains the specific guidelines for administering the tests chosen for the Maryland Accountability Assessment Program (MAAP). These guidelines will be clearer to you if you have read the other chapters of this Handbook.

Your major responsibility is to insure and verify that all phases of testing in your classroom meet MAAP guidelines. This Handbook is your primary resource for carrying out this important responsibility. Your School MAAP Coordinator will see that you receive all necessary tests, answer sheets, and related materials. He/she will inform you about MAAP orientation and training prior to the testing dates.

Make no assumptions about MAAP testing simply because you have administered tests before--even if you have used the ITBS and/or CAT. You must prepare yourself in every detail for MAAP testing. If you have administered standardized group tests before, you already know that the most crucial part of the test administrator's task is to be organized, informed, and confident. This "pink" chapter of the Handbook is designed to assist you in meeting your assigned MAAP responsibilities.

B. Becoming Familiar With MAAP Guidelines

Each classroom teacher who will be administering the ITBS and the CAT as a part of the MAAP should have his/her own copy of this Handbook. It should be read in its entirety, with particular attention being given to this chapter. The pink report forms that appear at the end of this chapter should also be examined quite carefully. Only by having read and thought about the contents of this Handbook will you be prepared to solicit needed information at the time of your orientation and training sessions. The information contained in this Handbook and that presented at the orientation and training sessions will serve as the basis for answering many student questions about testing that will arise prior to and during MAAP testing.

C. Participation in Appropriate Orientation and Training Activities Coordinated by the School and/or System MAAP Test Coordinator

Every teacher who will be involved in MAAP testing, without exception, should attend an orientation session and a training session scheduled and conducted by the School MAAP Test Coordinator. At the orientation session, the teacher will be presented with the rationale for and policies of MAAP. Chapter 1 of the MAAP Handbook will be the primary resource for the orientation session. The primary resource for the training session will be Chapters 2-5 in this Handbook. For these reasons, each teacher should make certain that he/she has received a copy of this Handbook and a copy of the MAAP test schedule at least one week prior to the orientation session. At the training session, the teacher should note the importance of adhering to standard testing procedures and conditions. A discussion of specific responsibilities should lead to a clear understanding on the part of teachers as to how, when, and to whom tests and testing materials are to be returned. The discussion should also lead to a clear understanding of the conditions under which a student may be excused from taking the test. The criteria for excluding untestable pupils are listed in Section H of Chapter 1.

One of the most important functions of the training session will be to provide instructions and training relative to the actual administration of the ITBS and the CAT. For this aspect of training, each teacher should receive one copy each of the ITBS and CAT Teacher's Guide for Administration (or a locally prepared manual) and appropriate answer sheets. During the training, teachers should read over all instructions which apply to those subtests of the ITBS and CAT that will be administered as a part of the MAAP. All teachers should have the opportunity to study and become thoroughly familiar with the instructions and procedures relating to the administration of the tests.

Some school systems will have prepared their own manuals for test administration. So long as these manuals do not in any way prescribe conditions and procedures which deviate from those in the test publisher's administrator's manual, Teacher's Guide for Administration, these locally prepared manuals may supersede the published manuals.

The orientation session should be scheduled not more than 21 days nor

fewer than 14 days prior to the first day of regularly scheduled testing. The training session should be scheduled not more than 14 days nor fewer than 7 days prior to the first day of regularly scheduled testing.

D. Receiving, Distributing, Collecting, and Maintaining Security of All Test Booklets, Answer Sheets, and Related Testing Materials

1. Receiving Materials

Each teacher should receive from the School MAAP Test Coordinator enough test booklets, answer sheets, and No. 2 pencils for each pupil being tested in his/her classroom. The teacher should also receive locally prepared or publisher's administration manuals and a "TESTING--DO NOT DISTURB" sign. After these materials have been received and checked, the teacher may be asked to sign the School Test Coordinator's Form Y-3 or a similar one, if such a form is used. These materials should be received the day in which they are to be used. They should NEVER be received prior to the date of the scheduled testing and should be returned after each day's testing to the school MAAP Coordinator.

2. Distributing Materials

Each teacher is responsible for distribution to each student those materials, and only those materials, specified in the locally prepared or publisher's manuals for the test being given. No student should be given more or fewer items than called for in the manual, and no exceptions should be made.

3. Collecting Materials

Each teacher is responsible for collecting from each student those materials used by the student for the just-completed test. Any missing materials should be accounted for before any student leaves the classroom.

4. Maintaining Security of Test Materials

Test materials should be received by the teacher on the day of testing. ITBS materials should be returned to the School Test Coordinator on the day ITBS testing is concluded. The same procedure should be followed for CAT testing. Neither teachers nor students should keep test materials in their possession except during the regularly scheduled

testing period. At the beginning of each testing session, teachers should check to make certain that students are marking answer sheets correctly and that students' names have been properly recorded.

Upon the collection of test booklets and answer sheets, return of the appropriate materials will be confirmed when the School Test Coordinator records the quantity of test booklets and the correct quantity of answer sheets and signs Form Y-3 or a similar one, if such a form is used. The School MAAP Coordinator will also collect a daily report of absentees and incomplete tests (see Form P-1).

E. Preparing Students and the Classroom for Testing

1. Preparation of Students

Teachers should explain to students as succinctly as possible the reasons they are being tested and what uses will be made of the results. Evidence suggests that students do not respond favorably to lengthy, detailed explanations however accurate they might be. Whatever explanation is offered, it should be presented a few days prior to the beginning of testing. Time should be allowed and teachers should be prepared to answer students' questions about the testing in which they will be involved. All third grades will be administered a practice test approximately one week prior to the actual MAAP testing. These practice tests will be distributed by the School MAAP Coordinator.

One of the most important factors affecting the students' psychological readiness for testing is the teacher's preparedness and confidence which is manifest in the testing situation. If the teacher can be just as much at ease on the day of testing as he/she is on other days, this will do much to insure reliable and valid results. Being completely familiar with the contents of the Handbook and that of the publisher's Teacher's Guide for Administration or locally prepared manuals will do much to help the teacher answer questions and to feel comfortable and confident at the time of testing.

In preparing students psychologically to take the test, the relationship between their effort and the results should be discussed. Too, the significance and planned uses of the results should be explain-

ed. The task here is to establish the proper psychological set for taking the test. In addition to discussing other features of the ITBS testing session, the teacher should say:

"The Iowa Tests of Basic Skills show how much you know about reading, writing, math, vocabulary, correct English, and spelling."

"This class takes these tests for some other very important reasons. First, the tests will help me (your teachers) help you improve those skills which need improving. Second, these tests will show how the (third, fifth, seventh, ninth) grade(s) in our school compare(s) with students in other schools and in other States who are in the same grade. The tests will not be used to show how you compare with other students in this class or in this school. Third, each time you take these tests in later grades, it will help you tell how much you have grown in these skills since the last testing period."

"It is very important that you do your best on these tests. Otherwise, they won't really show how well you can do. So make the tests give a true picture of yourself by doing the best that you can on each one."

"Does anyone have any questions?"

Prior to the CAT testing period, the teacher should say:

"The Cognitive Abilities Test shows your ability to do well in your school work. The test tells you and your teacher(s) how well you think. It is important to find out how well you do on problems that are drawn in figures and diagrams. This helps teachers to know more about helping you learn."

"There will only be one testing session since this test is shorter than the Iowa Tests of Basic Skills. Do your best and try hard to make the test show your true abilities. You will not be compared with your classmates. We want to find out how students in this grade compare with students in other schools in this State and in other States."

"Does anyone have any questions?"

The practice test-taking session for the third grade students will

show them how to mark the answer sheets and will help them to understand the effects of stray or inappropriate marks. The teacher might well want to plan in advance ways of keeping the youngest children task-oriented for extended periods of time. Obviously, these efforts need to be within the general guidelines prescribed for administering the specific tests.

2. Preparation of Classroom for Testing

It is the responsibility of the classroom teacher to evaluate the conditions of the classroom in which the test is to be administered. Specific attention should be directed to the amount of space between the seats, the temperature of the room, the lighting in the room, and noise level in the room. If these and other conditions believed important are not satisfactory, the teacher should contact the School Test Coordinator. In this event, the School Coordinator will have to decide if the conditions can be made satisfactory, or if a satisfactory testing site can be arranged, or if the test will have to be rescheduled. In fairness to the students, tests should never be administered unless all conditions are considered satisfactory.

Teachers may choose to use Form P-2, Timing Sheet for the ITBS, to assist them in maintaining accurate testing times for the ITBS subtests. The use of this form is optional and is not intended for purposes of transmitting information.

If the teacher realizes that for any reasons a timing error has occurred, the School MAAP Coordinator should be notified. The nature of this error should be described and the affected subtests identified.

Form P-1

Suggested Report

DAILY REPORT OF ABSENTEES AND INCOMPLETE TESTS

School System: _____

School: _____

Grade: _____

Teacher _____

Absentees			Incomplete Tests		
List Names	Excused	Unexcused	List Names	Reason for Incomplete Test	List Subtests Missed

NOTE: This form will be collected at the end of each day of MAAP testing by the School Coordinator. All P-1 forms should be held by the School Coordinator until requested by System MAAP Coordinator.

OPTIONAL REPORT

Form P-2

TIMING SHEET FOR ITBS

Subtest	Starting Time		Working Time		Stopping Time
Vocabulary	_____	+	17 minutes	=	_____
Reading Comprehension	_____	+	55 minutes	=	_____
Spelling	_____	+	12 minutes	=	_____
Capitalization	_____	+	15 minutes	=	_____
Punctuation	_____	+	20 minutes	=	_____
Language Usage	_____	+	20 minutes	=	_____
Math Concepts	_____	+	30 minutes	=	_____
Math Problem Solving	_____	+	30 minutes	=	_____